Student Affairs Master Plan

Introduction

Student success is the primary goal of Montgomery College. Achieving student success is the driving force behind College planning, budgeting, and decision-making. Success is accomplished through a collaborative effort to achieve learning that actively engages students, faculty, and staff. Astin's (1984) theory of student involvement stated that student involvement is how students learn. The greater the amount of time and thought invested, the greater the level of student involvement and success (Astin, 1985). Student success can be measured by identifying and clarifying student goals and expectations upon entry, assessing student progress and experiences through their courses, and evaluating student outcomes at the time of exit. As such, "student affairs organizations are part of the educational mission of higher education, connected directly with the learning experiences of students" (Blimling, Whitt & Associates, 1999). As reflected in our mission, vision, and values, Montgomery College fulfills its implicit contract with the larger community when student success is achieved.

OUR MISSION

We empower our students to change their lives, and we enrich the life of our community. We are accountable for our results.

OUR VISION

With a sense of urgency for the future, Montgomery College will be a national model of educational excellence, opportunity, and student success. Our organization will be characterized by agility and relevance as it meets the dynamic challenges facing our students and community.

OUR VALUES

EXCELLENCE * INTEGRITY * INNOVATION * DIVERSITY * STEWARDSHIP * SUSTAINABILITY

Students have opportunities to benefit from the tremendous variety of *supports* (financial aid, grants, scholarships), *programs* (Achieving the Promise , First Year Experience, Combat 2 College, Achieving Collegiate Excellence and Success), *services* (enrollment services, welcome centers, counseling and instructional faculty advisors, tutoring, learning centers, libraries,

37 community engagement centers), and ***opportunities*** (leadership development, clubs, councils,
38 community service events) available at the College.
39
40 Degree-seeking, non-degree-seeking, and transfer students, with support from the College, will
41 establish a reasonable yet ambitious course plan to which they are expected to adhere. The
42 course plan is tailored to the goals of the student, whether the goal is graduation, transfer,
43 and/or obtaining needed job skills. Recognizing that requirements are established to support
44 their success, students will register and pay on time, meet deadlines, attend class, and
45 participate in all required activities for their program and for the College.

46 Transition of the Student Affairs Division – Access, Success, Engagement, and
47 Student Support Programs

48 The President charged the newly created Senior Vice President for Student Services to realign
49 the student services division while honoring the unique strengths that thrive on each of our
50 campuses and locations. This allows Montgomery College to be stronger as a whole as we unite
51 around our common purpose. The goal of the restructuring process was to embrace uniqueness
52 and innovation while providing consistent, ideal service for our students. The new Student
53 Services Division structure moved the student development functions from a campus-reporting
54 line into the new collegewide student services, combined with existing collegewide units such
55 as admissions and financial aid, and created a comprehensive, One College student support
56 division. The new structure took effect July 1, 2012.
57
58 A Task Group representing faculty, staff, students and administrators conducted research, best
59 practice interviews, and campus listening tours to align student services leadership and create a
60 structure that determined the optimum structure to provide services that positively impact
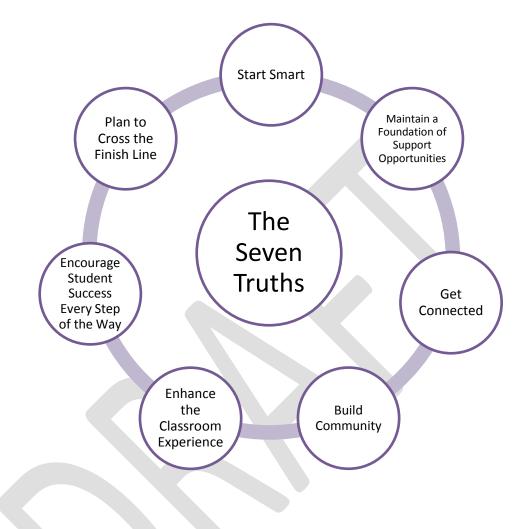61 student completion from their first contact with the College.
62
63 The three Deans for Student Development became Collegewide Deans for Student Services with
64 responsibility for student access, student success, and student engagement, as well as day-to-
65 day responsibility for Counseling and Advising, Student Code of Conduct and BIT on their
66 campuses. Some existing collegewide units, such as enrollment services and financial aid,
67 reported directly to the Office of the Senior Vice President for Student Services.
68
69 In October 2013, the College engaged MGT of America, Inc. to perform an organizational
70 assessment of the restructured Student Services Division. The review included an examination
71 of student services strategies for the allocation and effective use of resources; efficiency and
72 effectiveness of the Student Services unit as re-organized; and means of evaluating feedback
73 from academic and administrative departments who are users of Student Services. Relative to

74 the specific scope of services, the College desired the establishment of a longitudinal
75 assessment of the office reorganization; recommendations for improving internal and external
76 services and communication within the reorganized structure; recommendations for staffing
77 and resource equity across campuses and departments; and recommended strategies for
78 transitioning to the new organizational structure.

79 In October 2014 the College engaged Kennedy and Co., Inc. to conduct a Strategic Enrollment
80 Alignment and Tuition and Fee Pricing Study. This study encompassed many of the major areas
81 of the Student Services Division, including outreach, onboarding, financial aid, counseling and
82 advising, orientation, peer advising, and ACES.
83
84 In January 2016, the Student Services Division was realigned to further increase efficiencies in
85 programs and services and in response to recommendations included in the MGT, Inc. student
86 services organizational assessment and external report, the Kennedy and Co. enrollment study,
87 as well as feedback from division staff and other College constituencies.
88
89 In conjunction with the realignment, the Student Services Division was rebranded as the
90 Student Affairs Division. This change is representative of both the student development and
91 student services professionals in the division as nationally recognized by leading Student Affairs
92 organizations and associations, such as NASPA–Student Affairs Administrators in Higher
93 Education and ACPA–College Student Educators International.
94
95 The Collegewide Dean of Student Access and Germantown Student Affairs leads Student Access
96 initiatives to include:
97   • Enrollment Services
98   • Assessment Centers
99   • Welcome Centers
100   • Response Center
101   • Recruitment
102
103 The Collegewide Dean of Student Success and Rockville Student Affairs leads Student Success
104 initiatives to include:
105   • Advising Services
106   • Counseling Services (Including Career, Disabilities, International/Multi-Cultural, Mental
107   Health, Transfer, and the Montgomery Advising Program)
108   • First Year Experience
109   • TRIO Student Support Services
110   • Veterans Combat2College

111

112　The Collegewide Dean of Student Engagement and Takoma Park/Silver Spring Student Affairs

113　leads Student Engagement initiatives to include:

114　　• Adult Student Services

115　　• Athletics

116　　• Career Services

117　　• New Student Orientation

118　　• Parent /Family Services

119　　• Student Life

120　　• Service Learning and Volunteerism

121

122　The Office of the Senior Vice President for Student Affairs leads the Division as a whole and

123　includes various collegewide areas that encompass access, success, and engagement:

124　　• Achieving Collegiate Excellence and Success (ACES) program

125　　• Achieving the Promise Student Mentoring programs

126　　• Student Financial Aid Office

127　　• Scholarships Office

128　　• TRIO Educational Opportunity Center

129　　• Special programs liaison (Generation Hope, Future Link)

130　　• Division support for Achieving the Dream

131

132　**Seven Truths for a Common Student Experience**

133

134　The Montgomery College community crafted the Seven Truths for a Common Student

135　Experience based on our commitment to the importance of not only increasing access for our

136　communities, but also in promoting student success. We have a proud history of welcoming

137　students from diverse backgrounds and supporting student success. Through our excellent

138　academic and student affairs programs, workforce development training and continuing

139　education opportunities, the College helps credit and noncredit students pursue and complete

140　their goals.

141　Montgomery College's Seven Truths for a Common Student Experience were developed by

142　faculty, staff, administrators and students to serve as goals for the Student Affairs Division and

143　a guide for how we can provide a successful student experience from the first connection with

144　the College through the completion of a student's desired goals. The seven truths are a

145　comprehensive support structure rather than a linear progression of services; students may

146　experience supportive opportunities within any of the truths on their way to completing their

147　goals. These seven truths promote a common Montgomery College student experience that

148 integrates students into the fabric of campus life while empowering them to change their lives
149 and enrich our communities.

The Seven Truths

- Start Smart
- Maintain a Foundation of Support Opportunities
- Get Connected
- Build Community
- Enhance the Classroom Experience
- Encourage Student Success Every Step of the Way
- Plan to Cross the Finish Line

150

151

152

153 **1. Start Smart**

154 **Montgomery College helps students start smart** with a successful introduction to college work.
155 To provide maximum accessibility, Montgomery College promotes a culture of "college
156 knowledge" for all students—the prepared and the underprepared, the supported and the
157 unsupported. All students will be able to progress through the enrollment process with
158 minimum barriers in a welcoming, respectful environment. The College provides students with
159 simple, consistent, step-by-step enrollment information in language that is clear and
160 understandable, and provides a knowledgeable point of contact for assistance. This includes
161 applying for admission, applying for financial aid, taking assessments, participating in
162 orientation programs, meeting individually with a counselor, and registering and paying on time
163 for classes.

164 The College focuses its outreach efforts on helping Montgomery County communities and those
165 from outside of the county understand how to attend college and access appropriate
166 supportive resources, especially financial resources. Affordability guides student decisions on
167 whether to attend college, how many credit hours to pursue and whether or not to purchase
168 textbooks (Baum et al., 2013, Long, 2008). College personnel educate students and family
169 members about college expectations and financial options. Enrollment fairs and financial aid
170 workshops, as well as various orientation programs and first-year experience programs, clearly
171 explain to students why we do what we do and what their responsibilities are in the college
172 experience. We maintain consistency in our messages and processes to ensure unified,
173 collegewide communication.

174 **2. Maintain a Foundation of Support Opportunities**

175 **Montgomery College supports student success** by ensuring that College faculty and staff are
176 welcoming, friendly and respectful; knowledgeable and current on College programs and
177 information; and trained to provide assistance in a variety of capacities. The College takes a
178 360 approach to student success by asking faculty and staff what resources they need to
179 provide exceptional student support and asking students what tools they need to navigate their
180 access, engagement, and success. There are multiple opportunities available to support
181 student success, including coaches through ACES or Achieving the Promise initiatives, financial
182 support through scholarships at MC and for transfer opportunities, and mentoring support
183 through programs such as Boys 2 Men and Combat 2 College.

184 Montgomery College aligns necessary educational resources and facilities using the principles
185 of universal design. These principles will allow all students, in person or online, to experience
186 the classroom environment without the need for additional adaptation or specialized design.
187 Therefore, it is a College priority to maintain an informative and user-friendly website, updated
188 technology and software that meet both educational and industry requirements, and fully
189 accessible and operational virtual computer labs. The College provides Wi-Fi technology across
190 its campuses. Our technical support is user-friendly, encompassing accessible online library
191 resources and services and online college forms, processes and payment mechanisms. We also
192 meet the basic needs of students by providing quiet and clean spaces for students to study,
193 collaborate or relax as well as affordable food options provided in clean, comfortable and
194 environmentally friendly eating areas.

195 **3. Get Connected**

196 **Montgomery College encourages students to get connected** by engaging in the college
197 experience and utilizing the wealth of resources available. Meaningful engagement—an
198 investment of time and effort in academic *and* co-curricular opportunities—promotes student

199 success (Kuh, Kinzie, Schuh, Whitt, & Assoc., 2010). Diverse engagement opportunities, such as
200 leadership and service programs, athletics, clubs and organizations and educational and
201 community-building programs, support students' connection to the College *before* they are
202 enrolled and *throughout* the completion of their academic goals (Kuh, 2008). In order to
203 provide relevant and meaningful engagement opportunities, the College seeks input from
204 students on what services and programs enhance their connection to the College and supports
205 their educational needs.

206 To ensure that Montgomery College students have easy access to engagement opportunities,
207 the College provides adequate resources and services to support and promote deep and
208 sustained involvement by students across campuses and other locations. Montgomery College
209 has a crucial responsibility to provide engagement opportunities that complement academic
210 programs and allow students to develop as whole persons, explore careers, practice and refine
211 social and leadership skills, develop self-advocacy, make healthy decisions, engage in wellness
212 activities and understand the importance of service to others. When Montgomery College does
213 its best work, student engagement opportunities will be synergized among courses, student
214 clubs and organizations, families and community agencies to allow students to fully experience
215 and benefit from the power of connection.

216 **4. Build Community**

217 **Montgomery College builds community** by ensuring students experience an equitable,
218 respectful, inclusive and caring environment, where everyone matters.

219 It is the goal of the College to prepare its students to be active, engaged citizens of the world
220 and to educate them for positions of leadership in their communities and their nations. The
221 College seeks to provide an environment where discussion and expression of all views relevant
222 to the subject matter of the class, event, program or activity are recognized as necessary to the
223 educational process. Students from all campuses**,** online, on campus, and Workforce
224 Development and Continuing Education, are invited to be participating members of the
225 educational community.

226 The College community is responsible for modeling social justice and encouraging academic
227 excellence by providing students with diverse learning experiences and comprehensive student
228 support efforts. These include co-curricular activities, student life programs, campus
229 governance councils, and a wide range of campus events to interact as a community and foster
230 skills for living in a multicultural society.

231 **5. Enhance the Classroom Experience**

232 **Montgomery College enhances the classroom experience**—whether in a non-traditional or
233 traditional classroom setting**—**to ensure all students receive the best possible education. The
234 classroom is the heart of the teaching and learning process. Faculty and staff educate students
235 about College and classroom expectations, facilitate the development of proficient skill levels
236 and provide opportunities to help students feel connected and supported.

237 Students seek a classroom experience that transcends the physical environment and fosters
238 greater learning. Out-of-class learning experiences are central to students' educational
239 experiences (Blimling, Whitt & Assoc., 1999). Students are empowered to learn and engage
240 within the classroom experience and become engaged in the educational process in a variety of
241 methods. These include the effective use of technology, collaborative peer-to-peer learning
242 experiences, co-curricular learning activities facilitated by faculty and staff, support services
243 both in and outside of the classroom such as tutoring and learning centers, and guidance from
244 faculty. Montgomery College also ensures that students understand the significance of their
245 courses to their program of study and career goals.

246 Montgomery College recognizes the imperative value of comfort to a successful traditional
247 classroom environment. Research has shown that it is difficult to learn when a person is
248 uncomfortable (Kuh, et al., 2010). Students will experience traditional instructional spaces
249 planned with the principles of universal design. This allows all students to experience the
250 traditional classroom environment without the need for additional adaptation or specialized
251 design.

252 **6. Encourage Student Success Every Step of the Way**

253 Montgomery College encourages student success at every step of the student's educational
254 journey. Often students are not sure of their career or academic goals when they enter.
255 Through accessing key support services such as general, personal, transfer, and career
256 counseling and advising, students begin the educational planning process to identify and to
257 take steps to achieve their goals. Students who have a plan succeed! The College provides
258 comprehensive academic planning opportunities both inside and outside of the classroom and
259 early intervention systems to support students as they progress towards their goals. The
260 Student Affairs division will strengthen linkages between credit and noncredit programs by
261 integrating advising services into Workforce Development and Continuing Education to foster
262 student success in all arenas of the College.

263 Montgomery College provides tools, information, and services to assist students in
264 understanding the direct impact their assessment scores have on course enrollment, pace of
265 completion, and financial resources. Students who understand the importance of assessment
266 testing typically have prepared ahead of time and have taken advantage of practice tests and

267 sample questions, leading to better results. Through partnerships with Montgomery County
268 Public Schools, students have earlier involvement with placement testing and arrive at the
269 College better prepared for college work.

270 Orientation for new students is one of the important services offered by Montgomery College.
271 This influential experience acclimates students to the culture of college, while linking them to
272 vital resources available to build success at each milestone. Therefore, new students are
273 required to participate in orientation programs either in person or online to aid in this period of
274 transition.

275 The First Year Experience Program (FYE) at Montgomery College consists of a series of
276 additional orientation activities, programs, and courses to help students ease into the demands
277 and challenges of college life; forge connections with counselors, faculty, staff and peers; and
278 prepare for academic success.

279 In addition to the FYE course, there are six other student success courses offered at the College
280 designed to provide an extra layer of support to students and a connection to the Counseling
281 and Advising Department. These credit bearing courses cover a myriad of topics such as career
282 development, study skills and memory development, and a special seminar built to assist
283 international students in their first year at the College.

284 Montgomery College recognizes the urgent need to close the achievement gap for
285 Hispanic/Latino and African American students. Some of the initiatives created to assist in early
286 intervention, mentoring, and support of these students include the Achieving Collegiate Excellence
287 and Success Program (ACES), Achieving the Promise initiatives, and the Boys to Men Mentoring
288 Program (BTM). The Student Affairs Division will continue to identify and develop specific and
289 effective strategies and mentorship opportunities to support the persistence and completion of
290 these students. Collecting data and monitoring the persistence, transfer and completion of
291 students will be the cornerstone of our efforts.

292 **7. Plan to Cross the Finish Line**

293 **Montgomery College helps students develop their own plans to cross the finish line** and
294 complete their college goals. Research has proven that academic planning facilitates student
295 success (Bailey, Jaggars & Jenkins, 2015). Therefore, students participate in a comprehensive
296 developmental advising program. This includes an educational plan with advising from
297 counseling and instructional faculty that assist in identifying their career, transfer and academic
298 goals. Noncredit students are provided access to an advising program that helps them identify
299 noncredit to credit opportunities and career options. Every student is unique, but "encouraging

300 student success every step of the way" acknowledges that we must meet students where they
301 are academically and help them develop a pathway to goal completion.

302 Montgomery College students will have the necessary tools and resources to explore options
303 and make good decisions about their personal, academic and career goals. Articulated
304 programs with four-year institutions, partnerships with employers as well as efficient and
305 effective technology to monitor student progress are essential to crossing the finish line.
306 Curriculum information will also be provided with a guided pathway to semester-by-semester
307 program completion.

308 Accountability is shared equally by the student and Montgomery College. College personnel
309 delineate processes and procedures for students to receive advising services at transition points
310 during their collegiate career at Montgomery College. New students are required to use
311 advising services prior to their first registration. Students who achieve 24 credits will meet with
312 counseling or instructional faculty for advising in their programs of study. Students who have
313 not updated their academic plans after two semesters of college-level courses should seek
314 regular advising by counseling or instructional faculty. A system of alerts and user-friendly
315 technology help students monitor their progress, while also allowing counseling or instructional
316 faculty advisors facilitate interventions that promote student progress.

317 Through structured pathways and a developmental advising model, students are prepared to
318 cross the finish line to graduation or career advancement.

319 **Montgomery College's Seven Truths for a Common Student Experience** emerged from data
320 analysis, critical discourse, student perception, and personal reflection. We found in order to
321 make these truths real for our students we must work as a College community both
322 collaboratively and collegially. To that end, we believe that **Montgomery College's Seven**
323 **Truths for a Common Student Experience** is the essential element to support our students
324 toward student success and completion of their goals.

325 The Seven Truths have become a significant piece of the fabric of student support and success
326 at the College. They undergird the College's official Student Success policy and procedure,
327 41000 and 41000CP and demonstrate Montgomery College is committed to identifying and
328 implementing key conditions that promote equity in success for all students. These key
329 conditions include**;** consistent and intentional strategies to engage students with faculty, staff,
330 and their academic work; mandatory administrative processes; and opportunities for achieving
331 critical learning outcomes through participation in student life, co- and extra-curricular
332 activities outside the classroom. (See Appendix A for a report of goals and achievements under
333 the Seven Truths for a Common Student Experience since its inception in 2012.)

334　The Seven Truths also helped to guide the 2016 realignment into the Division of Student Affairs,
335　seeking to strengthen the student experience by refining our onboarding processes, bringing
336　consistency to our student service operations through cross-training, synergizing student
337　engagement through our collegewide athletic programs, and ensuring programmed pathways
338　to success for all students. The Student Affairs Master Plan will coordinate with the goals of the
339　Academic Master Plan to support students in their personal, career, and academic
340　achievements.
341

342　**First Five Year Initiatives**

343　Consistent with the principles of the Seven Truths, the Student Affairs Division identified six
344　initiatives for implementation over the next five years, 2018 through 2022. Each initiative
345　corresponds with a theme in the College's MC 2020 strategic plan.

346　**Initiative 1: Pre-admission Outreach and Onboarding Processes (MC 2020 Theme II – Access,**
347　**Affordability, and Success)**

348　**Strategy A: Develop a Strategic Enrollment Management Plan**

349　**What does this strategy do?** Under the umbrella of the Collegewide Enrollment Management
350　Team (CEMAT), the Student Affairs Division and the Academic Affairs Division will create a new
351　strategic enrollment management plan. The plan will focus on strategic enrollment goals for a
352　broad array of strategies, programs, and scheduling that meets the needs of our students.

353　**Why is this strategy important? How does this strategy support student access, retention,**
354　**completion, or success?** The number of MCPS high school graduates has declined and is
355　projected to slowly increase. That does not guarantee these students will see Montgomery
356　College as their first choice and many may turn to work before school. The College must be
357　forward thinking and focus not only on attracting traditional- and non-traditional-age students,
358　but also on retaining and graduating the students who are enrolled. A well-articulated plan is
359　key to creating strategic enrollment goals and measurements, as well as data-informed
360　decisions. Such a plan will also help ensure the College's strategic plan, the Academic Master
361　plan, the Student Affairs Master Plan, and the Facilities master plan are aligned.
362

363　Action Plan
364　Collaborate with Academic Affairs to create and establish a strategic enrollment management
365　plan and appropriate subgroups and leadership (e.g. who is responsible for leading the team
366　and who will be accountable for the work). The strategic enrollment management plan will be
367　based on an environmental scan, to include county demographics, a local and international

368 communication and recruiting plan, onboarding processes, a collegewide course scheduling
369 plan, an advising plan, a retention plan, and financial assistance enhancements.

370 **Measurable outcomes/Method for analysis of data supporting the desired outcomes**
371 Completion of plan by target and implementation dates. Using state Performance
372 Accountability Report standards, establish baselines to measure future performance for MCPS
373 recruiting, retention (Pell students and all students), retention of full-time and part-time
374 students, course consumption, course enrollment, graduation rates by sectors (full-time
375 students, part-time students, race/ethnicity, gender, Pell grant students, Foundation
376 scholarship students).

377 **Impact (estimated number of students impacted by the proposal – directly/indirectly)**
378 Approximately 60,000 (based on FY16 credit and WD&CE enrollment) due to the fact that the
379 plan affects both new students and current students.
380
381 **Timeline for Implementation**
382 Begin work in spring 2018. Completion of plan and implementation for fall 2018.

383 **Lead Administrator: Sr. Vice President for Student Affairs**

384
385 **Strategy B: Realign Access and Enrollment**
386
387 **What will this strategy do?** Student Affairs will evaluate and realign the work of Enrollment
388 Services, Welcome Centers, and Response Centers to maximize work efficiencies, reduce
389 barriers to enrollment, and create an intuitive registration/enrollment process. Change Access
390 department nomenclature (e.g. "Enrollment Services," "Welcome Centers," and "Response
391 Center") to more clearly reflect the type of service provided. These changes will reduce
392 inefficiency, enhance capacity, and expand the reach of services.
393
394 **Why is this strategy important?** In spring 2016, the Access unit of the division of Student Affairs
395 underwent a realignment of departments to better coordinate frontline services offered to
396 students. As a result, the office of Enrollment Services was aligned with Assessment Centers,
397 Recruitment, the Response Center, and the Welcome Centers. Together, these areas are
398 responsible for the enrollment application, registration, and data management
399 of 60,000 Montgomery College students per semester. In spring 2016 and fall 2016, the Access
400 unit convened a collegewide task force to evaluate the current practices, policies,
401 and procedures for handling frontline student services. The goal of the taskforce was to
402 document frontline happenings within the Access area and recommend improvements in terms

403 of a unified model of services to better support Montgomery College's 7 Truths for a Common
404 Student Experience and advance One College initiatives.
405
406 <u>Action Plan</u>
407 The taskforce met to examine the policies and practices of all departments within the Access
408 area. Members of the taskforce included staff, faculty and administrators from Welcome
409 Centers, Assessment Centers, Recruitment, Counseling and Advising, Response Center, and
410 Enrollment Services. The review and analysis of these areas indicates that the College will
411 benefit from realigning services to include centralizing and standardizing practices as well as
412 transferring human resources to provide greater access of support to students.
413
414 <u>Findings of the Taskforce</u>
415 • Many similar services are provided both through the Welcome Centers and Enrollment
416 Services. As a result, the overlap and duplication of services creates confusion for
417 students as to where to obtain proper help; the level of service of Enrollment
418 Management and Welcome Centers are not clearly defined.
419 • The workload and expectations of both the office Enrollment Services and Welcome
420 Centers have increased without an increase in human resources.
421 • The workload of the office of Enrollment Services has become more generalized and
422 specialists are unable to complete their jobs efficiently.
423 • An improved Common Student Experience can be achieved through coordination and
424 centralization of the existing, administrative resources (transcript evaluation, course
425 scheduling, graduation review).
426 • Compensation of employees who complete similar job functions is inequitable and
427 needs evaluation through realignment.
428 • The current naming conventions "Welcome Centers," "Response Centers," and
429 "Enrollment Services" are not intuitive for students.
430
431 **Measurable outcomes/Method for analysis of data supporting the desired outcomes**
432 Create three realignment recommendations for review by the SVP for Student Affairs.
433
434 **Timeline for implementation**
435   **Fall 2017**
436   Finalize recommendations to the Senior Vice President for Student Affairs.
437   Work with Blue Ribbon Taskforce to review recommendations and cost savings.
438
439   **Spring 2018**
440   Begin working on reclassification and facilities review per the selected alignment model.

441
442 **Fall 2019**
443 Implement desired realignment model
444
445 **Lead Administrator: Collegewide Dean of Student Access and Germantown Student Affairs**
446
447 **Strategy C: Online Forms to Reduce Wait Times**
448
449 **What does this strategy do?** Implement technology that allows students (and parents) to
450 complete, sign, and submit onboarding forms online, including required financial aid forms.
451
452 **Why is this strategy important?** Financial aid applications require numerous supplemental
453 forms to verify information on the Free Application for Federal Student Aid (FAFSA). Currently,
454 students may print the forms from MyMC and either email them to a campus financial aid
455 office or bring them in person. This process requires that students have access to a printer, and
456 if they are emailing the forms, a scanner. Students who do not have access to these resources
457 must come to a campus office in person to turn in forms, or mail the forms. Sending forms
458 through the mail causes delays, and there is the risk that not all forms required will be turned
459 in. This slows the processing of the student's financial aid application and the delivery of funds.
460
461 **How does this strategy support student access, retention, completion, or success? What**
462 **problem does it solve of what is new about it?** Online forms speed the financial aid process
463 and create a more equitable process because not all students have access to scanning
464 technology at home. Students will receive their refund checks faster, which they use to pay for
465 food, housing, and transportation. This will reduce the chances that low-income students
466 withdraw from school due to housing or food insecurity. Faster processing also gets funds to
467 the College faster.
468
469 Action Plan
470 - Financial Aid Office to work with current Perceptive Concept document imaging system
471 to create online versions of student and parent supplemental financial aid forms that
472 will feed directly into imaging system and update Banner.
473 **Measurable outcomes/Method for analysis of data supporting the desired outcomes**
474
475 - 50% of student supplemental financial aid forms submitted online in fall 2018
476 - 75% submitted online spring 2019
477 - 95% submitted online fall 2019

478 **Impact (estimate number of students impacted by the proposal – directly/indirectly)**

479 26,000 financial aid applicants annually

480 **Timeline for Implementation:**

481 • Work on current drafts of forms begun in fall 2016. Latest draft of forms completed fall
482   2017 to be piloted with selected students in spring 2018.
483 • Implement online forms in fall 2018.

484 **Lead Administrator: Associate Sr. Vice President for Student Affairs**
485

486 **Strategy D: Cross-training for Recruitment and Information Services**

487 **What will this strategy do?** Cross-train personnel within Student Affairs (SA) to form college
488 recruitment and information teams that will provide outreach services at multiple venues. SA
489 will partner with academic department faculty on themed events that provide targeted
490 information on specific college majors. The strategy will help ensure that Recruitment serves as
491 a) the primary point of contact for outreach and awareness activities and b) a resource for
492 faculty and staff to promote their programs and services to prospective students.

493 **Why is this strategy important?** This strategy is important because it will reduce duplication of
494 efforts and help align people, processes, and resources in support of Montgomery College
495 outreach and awareness activities. It will also help ensure that communication about outreach
496 events and activities occurs across the college to keep stakeholders informed and engaged with
497 student outreach.

498 **How does this strategy support student access, retention, completion, or success? What**
499 **problem does it solve of what is new about it?** This strategy primarily supports student access,
500 but it also supplements student retention, completion and success. This strategy will reach
501 students early in the enrollment process, and help them complete all the required enrollment
502 steps, including taking their assessments and completing financial aid forms/applications, as
503 appropriate. This strategy also supports early student-faculty engagement by connecting
504 students with faculty early in their academic career at Montgomery College. Student
505 engagement is a key contributing factor to student retention, completion, and success.

506 **Measurable outcomes, Method, for analysis of data supporting the desired outcomes**
507 The intended outcomes are an increase in a) the number of collaborative outreach and
508 awareness events, b) the number of faculty/academic partners trained to engage in outreach
509 and awareness activities to support their programs, c) the number of applications received, and
510 d) the admissions yield.

511 **Impact (estimate number of students impacted by the proposal – directly/indirectly)** MCPS
512 graduates approximately 10,000 students each year. Historically, the College has enrolled
513 approximately 25% of graduating MCPS seniors, which is likely to represent the minimum
514 number of students directly impacted.

515 **Timeline for implementation**

516 **Spring 2017**
517 Begin discussions with high school outreach partners
518 Establish baseline of recruitment led outreach and awareness events held fiscal year 2017

519 **Summer 2017**
520 Begin developing FY18 recruitment calendar of outreach and awareness events

521 **Fall 2017**
522 Ongoing discussions with high school outreach partners
523 Finalize and share FY18 recruitment calendar with outreach and awareness partners

524 **Spring 2018**
525 Begin training faculty and staff partners
526 Ongoing discussions with high school outreach partners
527 At end of FY18, complete data collection and analysis

528 **Lead Administrator: Collegewide Dean of Student Access and Germantown Student Affairs**
529

530 **Initiative 2: Preparation for Assessment (MC 2020 Theme II – Access, Affordability, and**
531 **Success)**

532 **Strategy A: Assessment Processes to Facilitate Registration**
533

534 **What will this strategy do?** In partnership with the Collegewide Assessment, Placement, and
535 Developmental Issues Steering Committee (CAPDI), assessment centers will prepare online
536 information on placement requirements and test preparation for new students that would like
537 to attend Montgomery College. This information will adequately explain how new students
538 could meet placement requirements, process, and will also provide test preparation resources
539 for those students who need to complete the College's placement test.
540
541 **Why is this strategy important?** Montgomery College proactively looks for multiple placement
542 tools to assist new students with enrollment and appropriate course placement, including
543 advancing placement options besides the Accuplacer. This task is handled by different academic
544 departments that list several requirements. Assessment centers will keep this information
545 consolidated, current and easily accessible to the public. For new students who need to

546 complete the college placement test, assessment centers will also provide resources to prepare
547 for the ACCUPLACER test. They would become familiar with the importance of the test, test
548 format, subject matter being assessed, and the degree of difficulty each section presents.
549

550 **How does this strategy support student access, retention, completion, or success? What**
551 **problem does it solve or what is new about it?** This strategy will facilitate the registration
552 process for new students, providing them with the tools and information to access a degree
553 program at Montgomery College. Our current registration process is complex and requires
554 several steps. This strategy would assist new students in efficiently navigating this process. For
555 those students taking our placement test, this strategy will allow new students to learn about
556 the test and prepare in all areas ahead of time.
557

558 <u>Action Plan</u>
559

560 • Reorganize website content. Academic testing information will move to an internal
561 platform (MyMC). Placement testing information will be available solely through the
562 Assessment Center webpage. It will house placement requirements, exemptions, and
563 procedures as well as test preparation resources for ACCUPLACER.
564 • In collaboration with the *Collegewide Assessment, Placement, and Developmental Issues*
565 *Steering Committee (CAPDI)*, informational videos will be created to provide new
566 students with visual information about placement testing process at the College.
567 • Work with departments within Academic Affairs, Student Affairs, and Workforce
568 Development and Continuing Education (WDCE) to distribute this information.
569

570 **Measurable outcomes/Method for analysis of data supporting the desired outcomes**

571 • Collaborate with Office of Information Technology (OIT) and the Office Institutional
572 Research and Effectiveness (OIRE) to create an online survey that new students will
573 respond to before taking the ACCUPLACER for the first time with a Montgomery College
574 license. This short survey will gather feedback from new students on their knowledge,
575 accessibility, and use of the test preparation materials to adequately prepare for the
576 ACCUPLACER.
577

578 **Estimated number of students impacted by the proposal** *(directly/indirectly)*

579 • Assessment Center data from peak registrations periods in FY 2016 shows
580 approximately 2,100 new students took the ACCUPLACER and other 500 new students
581 took the ACCUPLACER ESL per each semester window (Fall and Spring)

582   •   Our objective for the first year of implementation would be to capture the responses
583   from 70% of this pool of new students per semester.
584

585 **Timeline for implementation**

586

587   **Spring 2018**
588   Propose survey model to WDCE, Dual Enrollment and MCPS and gather feedback for
589   development
590   Complete reorganization of Assessment Center website
591   Complete informational video for Placement Testing and ACCUPLACER

592

593   **Fall 2018**
594   Build survey platform in ACCUPLACER with IT
595   Conduct trial to technical implementation of survey during testing
596   Conduct trial to assess reliability of test survey questions
597   Implement revisions to survey

598

599   **Spring 2019**
600   Full implementation of ACCUPLACER survey
601   Ongoing data collection and analysis
602   Report on first year of implementation
603   Set baseline for next academic year

604

605

606 **Lead Administrator: Collegewide Dean of Student Access and Germantown Student Affairs**

607

608

609 **Initiative 3: Orientation for First-Year Students (MC 2020 Theme II – Access, Affordability, and**
610 **Success)**

611 **Strategy A: Reorganize Orientation for First-Year Students**

612 **What does this strategy do?** Orientation programs are designed to facilitate the transition of
613 new students into the institution and prepare them for the colleges educational opportunities
614 and student responsibilities. New student orientation and academic orientation are considered
615 best practices in higher education that also integrate new students into the intellectual, cultural
616 and social climate of the institution. In an effort to streamline new student onboarding steps
617 we will reorganize student affairs orientation activities into an integrated model using both
618 face-to-face and online options for the convenience of students. We will integrate both
619 academic and new student orientation programs into this comprehensive model for the online
620 option and strengthen the partnership between Counseling and Advising and Student Life to
621 enhance the comprehensive new student orientation.

622 **Why is this strategy important?**

623 As part of the onboarding process and required steps for new students, there has been a
624 considerable amount of confusion for new students when having to distinguish the differences
625 between the New Student Orientation, academic orientation, and other First Year Experience
626 activities. Co-locating these two online modules on one landing page will help save students
627 time and eliminate confusion. This is also an effort to reduce attrition and support
628 strengthened enrollment as students will have less steps associated with the registration
629 process.

630 **How does this strategy support student access, retention, completion, or success? What**
631 **problem does it solve or what is new about it?** This strategy will reduce the steps in the
632 enrollment process and support a seamless transition into the college. The strategy will also
633 enhance the understanding of the distinction between the two types of orientations.

634 Action Plan

635 - Senior Vice President of Student Affairs will appoint a task force with representatives
636   from the Deans of Student Success and Engagement, FYE, the Office of Information
637   Technology (OIT), the Office of Institutional Research and Effectiveness (OIRE), and
638   counseling faculty to assess feasibility of co-locating orientation programs, as well as
639   develop future recommendations and action plans.
640   - Communicate incentives to prompt students to complete orientation earlier and
641   connect new student orientation to academic advising through the shared
642   landing page.
643   - Consider developing orientation modules for special populations such as
644   transfer, first-time college students who are traditional age students, adult
645   students, military and veterans, etc.
646   - Create a landing page for online orientation and provide a virtual check list to
647   prompt students to the next steps in order to minimize confusion with the
648   onboarding process.
649   - Develop an evaluation tool to annually measure effectiveness and student
650   satisfaction levels with orientation and first year experience activities.
651   - Create a quiz at the end of the online orientation session to assess student
652   knowledge of content. 100% of students will complete the quiz when taken
653   online. This is not pass/fail but provides the college with data on what students
654   learned. There should be a prompt after the quiz to direct students to the next
655   step in the process.

656 **Measurable outcomes/method for analysis of data supporting the desired outcomes**

657 The Task Force will create a timeline of meeting dates and deadlines to establish and complete

658 strategy objectives. The Task Force will collaborate with Institutional Research to create an

659 evaluation tool that will measure learning outcomes of the reorganized comprehensive

660 orientation. the Task Force will also partner with Institutional Research to obtain data on the

661 number of students that were accepted to the College but did not complete enrollment

662 steps/register and pay for courses for the past two years. Student focus groups will be

663 conducted for collecting feedback prior to planning and after implementation. The goal is to

664 reduce attrition by 3-5% after the first year of the reorganized comprehensive orientation.

665 **Estimated number of students impacted by the proposal (directly/indirectly)**

666 All registered, degree seeking MC credit students will be impacted.

667 **Timeline for Implementation:**

668 **Spring 2018**
669 Create task force
670 Conduct Task Force meetings and clarify objectives and Task Force work schedule
671 Review literature on best practices in orientation and first year experience programs

672 **Fall 2018**
673 Conduct Task Force Meetings
674 Conduct student focus groups

675 **Spring 2019**
676 Conduct Task Force Meetings
677 Develop landing page
678 Develop orientation modules
679 Develop evaluation tools
680 Develop communication plan

681 **Fall 2019**
682 Conduct Task Force meetings
683 Implement communication plan
684 Pilot Test reorganized comprehensive orientation
685 Complete by spring 2020 for implementation in fall 2020.

686 **Lead Administrator: Collegewide Dean for Student Engagement and Takoma Park/Silver**
687 **Spring Dean Student Affairs**

688

689 **Strategy B: Revised Student Code of Conduct**

690 **What will this strategy do?** Implement a collegewide communication plan teaching students
691 about the new Student Code of Conduct. Engage students in conversation about the core
692 values of the Code: Integrity, Community, Social Justice, Respect, and Responsibility. This
693 communication plan will be designed to promote safe behavior on and off campus, it will teach
694 students about resources and where to go for help, and begin to proactively educate students
695 about the rules that govern the campus to aid in the reduction of violations of the student code
696 of conduct.
697
698 **Why is this strategy important?** On March 7, 2013, President Obama signed the Violence
699 Against Women Reauthorization Act of 2013 (VAWA), which, among other provisions, amended
700 the Higher Education Act of 1965, otherwise known as the Jeanne Clery Disclosure of Campus
701 Security Policy and Campus Crime Statistics Act (Clery Act). Major Changes to the Clery Act
702 required institutions to provide information on culturally relevant, inclusive prevention
703 awareness programs to incoming students. It also required institutions to provide ongoing
704 prevention and awareness campaigns for students. Creating an easy to read Student Code of
705 Conduct helps to support our compliance with this federally mandated law. Additionally, by
706 learning skills that promote safety, awareness and positive relationships, students are more
707 likely to appreciate and enjoy being part of a campus community. Students who are invested
708 and fully engaged in college life are far more likely to persist in their academic endeavors.
709 When students don't feel safe in their learning communities, they are far less likely to attend
710 classes and to feel comfortable working with groups; which can present another barrier to the
711 attainment of academic success. An accessible Student Code of Conduct can serve as an
712 effective tool to promote education, safety and awareness; it also supports prevention of
713 violations and ultimately promotes an academic environment conducive to learning.
714
715 **How does this strategy support student access, retention, completion, or success? What**
716 **problem does it solve or what is new about it?** College students are faced with a myriad of
717 challenges. Not only must students learn to navigate the academic landscape, they must learn
718 the skills necessary to navigate often complex interpersonal relationships—the emotional and
719 social landscape. Fulfillment in those areas can lead to more engaged students. More engaged
720 students are more likely to feel more connected to the College. Engagement supports
721 retention efforts. The College bears a responsibility to help keep students safe which also has
722 an impact on success.
723
724 Action Plan
725
726 • The Deans of Student Affairs will promote the new Student Code of Conduct (once
727 vetted and approved), through a marketing campaign. Students will have access to

728   printed copies of the SCOC; the printed copies will be available in each Dean of Student
729   Affairs suite, it will also be distributed to College Wide Deans, Chairs and to the
730   counseling offices.

731 • The Link to the Student Code of Conduct online will be sent to all students each fall
732   semester.

733 • Student Code of Conduct presentations will be incorporated into select STSU courses as
734   well as FYE and New Student Orientation Programs, including virtual NSO.

735 • The student conduct board will conduct tabling and engage in marketing and outreach
736   efforts.

737 • The new Code of Conduct will be highlighted in discussions and workshops on social
738   issues such as dating, sexual health and healthy relationships, which will be facilitated
739   by the Dean of Student Engagement's office.

740

741 **Measurable outcomes/Method for analysis of data supporting the desired outcomes**

742 Students who participate in workshops facilitated by the Deans of Student Affairs offices will be
743 assessed on their knowledge of the Student Code of Conduct before and after the workshop.
744 Students will also be assessed through online New Student Orientation on their knowledge of
745 several content areas, including the Student Code of Conduct.   For presentations administered
746 through STSU courses, students will also be assessed on their knowledge of the Student Code of
747 Conduct as well as College resources.   This will also Include a question in any division-wide
748 student surveys to determine if students know where to find the Student Code of Conduct. In
749 the first full year of the program, our goal is to have at least 70% of all students polled,
750 demonstrate an awareness of the Student Code of Conduct; specifically, students will know that
751 it exists, where to find it and what it means. As the awareness and accessibility to the
752 document improves, students will then be able to demonstrate an understanding of support
753 resources as well as preventative measures.

754

755 **Estimated number of students impacted by the proposal** *(directly/indirectly)*

756   All registered MC students will be impacted.

757

758 **Timeline for implementation**

759

760 The timeline below assumes the full vetting and approval of a new Student Code of Conduct by
761 Fall 2018:

762   **Summer 2018**
763   Prepare training materials and marketing materials.
764   Begin design and printing of the Student Code of Conduct into a handy reference-style
765   guide. i.e. the size of a reader's digest.

766
767 **Fall 2018**
768 Begin marketing and promoting the document. Send all registered students a link to the
769 document online.
770
771 **Lead Administrator: Collegewide Dean for Student Engagement and Takoma Park/Silver**
772 **Spring Student Affairs**
773

774 **Initiative 4: Counseling and Advising (MC 2020 Theme II – Access, Affordability, and Success**
775 **and Theme V – Assessment and Institutional Effectiveness)**

776 **Strategy A: Mandatory Advising and Assigned Counselors**

777 **What will this strategy do?** Mandatory advising and assigned counselors will be piloted in
778 phases by the Counseling & Advising discipline. By the final phase of the pilot the following
779 targeted cohorts will be provided with an assigned counseling faculty member: first time,
780 degree seeking students; students who tested into developmental courses; students who are
781 on academic alert, restriction or suspension. Counseling faculty will serve as the first point of
782 contact to provide mandatory advising for students new to the College via academic
783 orientation, individual and group appointments, distance advising, and Student Success (STSU)
784 courses. Counseling faculty will develop the initial educational plan in collaboration with
785 students and document it in the student success software. Counseling faculty will be
786 responsible for advising students through completion of their first 12 credit hours. Upon
787 successful completion of 12 credit hours, students will then transition to program advisors for
788 assistance with completing academic plans, with some exceptions. Students will still be
789 encouraged to maintain on-going relationships with their counseling faculty member
790 throughout their time at the College to support their success. In addition, Counseling faculty
791 will be responsible for specific student groups while they remain in the following categories:

792 • Students taking developmental courses in ENGL, READ, or MATH through the
793   completion of the developmental sequences
794 • Students taking ELAP courses through the completion of that sequence
795 • Students on academic restriction
796 • Students on academic suspension
797 • Students requiring Disability Support Services
798 • Students in STSU courses
799 • Students referred for counseling through the BIT process or for crisis intervention
800 • Students seeking personal and career counseling

801   •   Students requiring initial transcript review and course pre-requisite overrides (When a
802   student has completed a perquisite at another institution, they can present the
803   counselor with a transcript listing completion of the appropriate pre-requisite course.
804   The Counselor reviews and posts a pre-requisite override in Banner. Pre-requisite
805   waivers in which the student lacks the appropriate pre-requisite course are referred to
806   the academic discipline.)

807 **Why is this strategy important?** Research consistently indicates that students who make a
808 connection at the College are more likely to succeed and be retained beyond the first semester.
809 The first year of college remains a critical transition point for students entering higher
810 education. This strategy addresses the issues of student persistence and resilience. Alexander
811 Astin (1984) theorized that the greater the investment students make in their educational
812 experiences, the more likely they are to persist and succeed in their educational endeavors.
813 Vincent Tinto (1993) suggests that the degree to which a student is integrated into the
814 academic and social environments of the college determines whether a student will remain
815 enrolled at an institution.

816 Mandatory advising for first time, degree seeking students enables the College to comply with
817 the mandate of the Maryland College and Career Readiness and College Completion Act
818 (CRCCA) in documenting progress toward college level English and math as well as developing
819 and recording a degree plan for completion. More importantly, assigned counseling faculty can
820 improve the on-boarding and enrollment process and persistence beyond the first semester for
821 students new to the College. The Kennedy and Co., Inc. report highlighted the frustration that
822 students sometimes experience in their initial connection with the College. Further, in Middle
823 States Student Forums, students expressed a strong desire for mandatory advising and assigned
824 counseling faculty. Students who test into developmental courses face extra barriers to
825 completion because of the additional courses, time, and money required to reach their college
826 level coursework.

827 Mandatory advising and assigned counseling faculty for students who are placed on academic
828 restriction or suspension provides an intentional intervention and critical opportunity to assess
829 factors that are impeding student success. Developing a strong relationship with a counselor is
830 significant in helping the student identify areas of improvement, individualized strategies for
831 success, and monitoring student's progress. This intervention can result in improved student
832 outcomes.

833 By requiring students to participate in mandatory advising and connecting them to an assigned
834 counseling faculty member, students will have the ability to develop an on-going, meaningful
835 relationship which will enhance their ability to plan, problem solve, navigate, and utilize a
836 network of academic and personal support resources that are available internally and

837 externally. Mandatory advising and assigned counseling faculty supports several of our Seven
838 Truth's by creating a structure and support system that encourages students to start smart, get
839 connected, and maintain a foundation of support opportunities throughout their time at the
840 College.

841 **How does this strategy support student access, retention, completion, or success? What**
842 **problem does it solve or what is new about it?** Assigned counseling faculty or mentors are
843 currently used for targeted populations within services provided by Disability Support Services,
844 Achieving Collegiate Excellence (ACES), and Achieving the Promise Academy (ATPA). This
845 approach provides a direct contact for students and a stronger sense of belonging at the
846 College. While this approach is being used successfully in some arenas, it has not been scaled
847 up to include the larger student body. Data from the Student Voice report collected by the
848 Achieving the Dream (ATD) committee illustrates an expressed student interest in this approach
849 for the larger student body. Mandatory advising is a proactive approach that will provide
850 students with the institutional knowledge and support necessary for a successful academic
851 experience. With assigned counseling faculty helping students manage issues that impact their
852 academic success, students will be empowered to become self-directed, engaged citizens who
853 participate in educational planning early on to solidify their long-term goals.

854 Research by Donaldson, et al (2016) has shown that mandatory advising has the potential to
855 establish successful behaviors including intentional planning for educational goals,
856 strengthened confidence in educational planning, increased frequency in asking for appropriate
857 assistance, and a decreased need to rely on student motivation as the primary impetus to seek
858 out advising.

859 Assigned counseling faculty and mandatory advising directly align and support the Achieving
860 the Dream priority of implementing a comprehensive approach that supports students at
861 certain milestones. More specifically, this strategy will support a more streamlined onboarding
862 process for students new to the College, increase collaboration between Student Affairs and
863 Academic Affairs as it relates to academic advising, and require development and
864 documentation of student educational plans in a system that can be accessed by both
865 counseling and instructional faculty.

866 **Action Plan and Timeline for Implementation**

867 - A planning team consisting of Counseling and Disability Support Services faculty, staff,
868   and department chairs with collegewide representation will convene in Spring 2018. The
869   planning team will be responsible for the following:
870   - Providing consistent, timely, and regular communication to the entire Counseling
871   & Advising discipline regarding their ongoing research and planning efforts.

872   o Regularly collect, assess, and incorporate feedback and recommendations from
873   the Counseling & Advising discipline based on these communications.
874   o Requesting, reviewing, and assessing enrollment data on the numbers of all first-
875   time degree seeking students, first time degree seeking developmental students,
876   and students who were on academic restriction/suspension over a three-year
877   period by campus.
878   ▪ The student/counselor ratio will be assessed to determine feasibility of
879   and appropriate/manageable mandatory advising milestones and
880   assigned counseling faculty for specific student cohorts.
881   ▪ Review additional student cohorts if necessary
882   ▪ Consult with other units as necessary (ex. OIRE)
883   o Reviewing current best practices and policies/processes on methods/strategies
884   utilized for assigning counselors and mandatory advising in institutions of higher
885   education and specifically at community colleges.
886   ▪ Consult with other units as necessary (ex. IT)
887   o Making draft recommendations to the Counseling & Advising discipline and
888   collecting feedback to determine if adjustments are necessary.
889   ▪ Recommend first cohort to begin assigning counseling faculty based on a
890   manageable student/counselor ratio.
891   ▪ Recommend first cohort and deadlines/mechanisms for students that will
892   be required to participate in mandatory advising.
893   ▪ Recommend strategy for implementation (e.g. alphabetically, program of
894   study, organically, etc.)
895   1. Strategy must support equity in counseling faculty case loads
896   2. Strategy must discuss summer impact/process
897   3. Strategy must discuss the role of part-time counseling faculty
898   o The planning team will prioritize which cohort(s) to begin piloting mandatory
899   advising and assigned counseling faculty based on above and manageable
900   student/counselor ratio. They will also propose a timeline and resources
901   necessary for implementation. To be completed by Fall 2018.
902   ▪ Communicate final recommendations to Counseling & Advising discipline
903   ▪ Submit final recommendations to the Collegewide Dean of Student
904   Success
905 • Once the recommendations are accepted, the team will begin preparing for Spring 2019
906   implementation if resources allow.
907   o Research and develop benchmarks, outcomes, methods of assessment,
908   interventions, and mechanisms to monitor progress.
909   o Coordinate with other units as necessary.

910 **Measurable outcomes/Method for analysis of data supporting the desired outcome**

911   Goal #1: Facilitate student engagement with advising processes, programs, services and
912   information.

913

914   Students will be able to:

915   • Access mandatory advising services.

916   • Identify assigned counseling faculty member.

917   • Have general information about the College and support services (typically contained in
918   the Catalog).

919   • Know their role, responsibilities and expectations in the advising process (advising
920   syllabus).

921   • Successfully utilize advising documents to support progression and completion of stated
922   goals.

923

924   Goal #2: Educate and make recommendations to students about relevant resources available to
925   successfully navigate the academic environment and facilitate academic success as they work
926   toward personal, academic, career and life goals.

927   Students will be able to:

928   • Know where and how to access appropriate support resources and services to
929   accommodate their unique needs.

930   • Access current and accurate academic program, completion and transfer requirements.

931

932   Goal #3: Encourage development, implementation and reassessment of students' educational
933   plans so they are consistent with personal, academic, career and life goals.

934   Students will be able to:

935   • Develop an initial educational plan that is consistent with stated personal, academic,
936   transfer, career and life goals.

937   • Update initial educational plan at regular intervals to incorporate and bring in line with
938   course requirements leading to completion of evolving personal, academic, transfer,
939   career and life goals.

940   • Access, monitor, evaluate their progress in relation to stated goals and adjust their
941   educational plan, as necessary.

942

943   Method of analysis:

944   • Determine if students selected for the pilot participated in the required number of
945   meetings within the recommended timeframe. Compare total number of visits for pilot
946   students with those not selected for the pilot.

947 • Analysis of retention data for students selected for the pilot (fall to spring | spring to fall
948 | fall to fall) and compare to students not participating in the pilot
949 • Assess student's pace of completion at various intervals including time to goal
950   completion, degree completion or transfer and compare to students not participating in
951   the pilot
952 • Analysis of end of semester GPA calculation (good standing, alert, restriction,
953   suspension) for students selected for the pilot and compare to students not
954   participating in the pilot
955 • Develop a pre- and post-advising session assessment instrument
956 • Create a series of surveys to collect information from faculty, staff and students at
957   specific intervals
958

959 **Estimated number of students impacted by the proposal -- *directly/indirectly***

960 • Data from institutional research will yield the number of impacted students
961 • This will depend on the cohort selected for the pilot and will theoretically increase
962   throughout phases of the pilot
963   o For example, if it is deemed feasible by the planning group to work with first
964   time, degree seeking students then all first time, degree seeking students would
965   be impacted from the date of implementation moving forward

966 **Lead Administrator: Collegewide Dean of Student Success and Rockville Student Affairs**

967

968 **Initiative 5: Mentoring and Retention (MC 2020 Theme II – Access, Affordability, and Success)**

969 **Strategy A: Establish a Collegewide Mentoring Network to Support Student Retention**

970 **What will this strategy do?** Research documents mentoring as a proven best practice in higher
971 education. Moreover, several mentoring initiatives at Montgomery College have documented
972 student success. Some of these successful models include the MHEC Persistence Grant (2015),
973 Boys to Men and Sister 2 Sister programs.

974 The mentoring network will respond to the Achieving the Promise, formerly known as Close the
975 Achievement Gap (CTAG), Collegewide Enrollment Management Advisory Team (CEMAT), and
976 Achieving the Dream (ATD) recommendations and priorities to scale up mentoring efforts and
977 engage faculty and staff in increasing retention, persistence, and completion. The network will
978 further expand capacity to impact more students by increasing opportunities for faculty and
979 staff to mentor and allow students to have an opportunity to choose a mentoring experience,

980   whether through a cohort model or one-on-one. The network will serve as a repository and
981   allow the College to isolate mentoring efforts to assess the impact on student success.

982   **Why is this strategy important?** Student success represents the core of the College's mission.
983   According to Canton and James (1999), a mentor is a trusted person who helps to facilitate goal
984   achievement by believing in and supporting a mentee through advice, resources, research,
985   caring and sharing of self and one' s experience. Mentoring provides opportunities for
986   leadership development, community and civic engagement, undergraduate research with
987   faculty, and participation in service learning, co-curricular and extra-curricular programs.
988   Essentially, it is widely accepted that effective mentoring is a proven practice for achieving
989   student success in higher education.

990   **How does this strategy support student access, retention, completion, or success? What**
991   **problem does it solve or what is new about it?** This strategy supports student access,
992   retention, completion, or success by addressing student attrition, improving academic and
993   career readiness, strengthening student leadership development, promoting student
994   accountability, and enhancing the life skills of students. This strategy will also address
995   promoting student self-esteem, cultural awareness, as well as help students get connected with
996   important support systems.

997   <u>Action Plan</u>

998   •   Centralize, catalog, and communicate all mentoring efforts to point student populations
999   to mentoring programs and activities geared specifically to their needs or interest.
1000   •   Expand mentoring opportunities by developing and replicating targeted cohort
1001   programs showing promising results with an impact on retention and persistence.
1002   •   Orient, train, and engage faculty and staff in mentoring to expand opportunities and
1003   impact more students.
1004   •   Establish a steering committee/work group to refine objectives and facilitate the
1005   implementation of the strategy.
1006   •   Examine impact of efforts on retention and persistence of students participating in
1007   mentoring programs, initiatives.
1008   •   The steering committee will work with OIRE to collect data and develop an assessment
1009   plan. The committee will collaborate with academic affairs to establish linkages to the
1010   academic master plan mentoring initiative.
1011   •   Student Life will increase student participation in the current annual Student Leadership
1012   Conference that is coordinated collegewide by partnering with existing cohorts and
1013   programs across the College such as ATP and ATD.
1014   •   Student Life will work with established campus leadership cohorts to refine social
1015   leadership skills, groups such as iLeads (TP/SS), MC Leads (RV), and Ascent (GT)
1016   programs. Provide support to communicate with all MC students across the College to
1017   market programs effectively.

1018 • The Athletic Department will create a formal mentoring program between first-year and
1019   second-year student-athletes.

1020 **Measurable Outcomes/ Method for analysis of data supporting the desired outcomes**

1021 In the first full year of implementation (FY19) the goal is to establish baseline retention data.

1022 After one full year of implementation the goal will be to increase retention by 5% within the

1023 mentoring cohorts in all subsequent semesters.

1024 **Estimated number of students impacted by the proposal**

1025 Approximately 500 students per academic year; 2,000 overall

1026 **Timeline for Implementation**

1027 **Fall 2017**
1028 Establish mentoring steering Committee
1029 Establish mentoring Network
1030 Establish Mentoring Data points
1031 Conduct 2 mentoring steering committee meetings.
1032 Begin student athlete mentoring program
1033 Begin practicing and refining student social leadership skills with campus leadership
1034 cohorts and pre post- test students
1035

1036 **Spring 2018**
1037 Develop Assessment Plan
1038 Determine mentors and mentees
1039 Conduct Mentor Training/professional Development
1040 Develop Website
1041 Conduct pre assessment
1042

1043 **Fall 2018**
1044 Implement Mentoring Network
1045 Begin Mentoring cohort expansion
1046 Spring 2019
1047 Assess 2018 Fall semester activities
1048

1049 **Fall 2019**
1050 Assess 2018 Spring semester activities

1051

1052 **Lead Administrators: Collegewide Dean of Student Engagement and Takoma Park/ Silver**
1053 **Spring Student Affairs; Director of Student Affairs and Initiatives.**

1054

1055

Strategy B: Student Health & Wellness Center for Success

What will this strategy do? The Student Health and Wellness (SHaW) Center for Success will provide students access to education and training, community resources and other supports in areas that meet the needs of the "whole student" in an effort to significantly reduce barriers that impede student success. Specifically, the SHaW Center for Success is designed to increase student success by connecting and providing students with resources that support their mental and physical wellbeing. The Center will focus on (1) *Health & Safety Education*, (2) *Mental Health Wellness*, (3) *Health, Human Services & Nutrition* and (4) *Physical Health & Wellness.*

Why is this strategy important? Students attending college are faced with several barriers that can negatively impact their academic success. Aside from being prepared for the academic and social rigors of college, many students are often challenged with food insecurity, the lack of mental health support, and experience housing instability. A recent study revealed that 56% of students surveyed at two Maryland community colleges experience food insecurity (Maroto, Snelling & Linck, 2015). Another report, *Too Distressed to Learn? Mental Health Among Community College Students* (Eisenberg, et. al, 2016), states that "ten community colleges across the nation reveal that half of the more than 4,000 community college students surveyed are experiencing a current or recent mental health condition. Less than half of these students are receiving any mental health services. Students age 25 and younger are especially likely to have an untreated mental health condition. As mental illness can impair academic success and quality of life, there is a clear need for greater attention to and resources for mental health services and programs on community college campuses." Also, students face housing instability and it is a growing concern among American college students. Many students have short stays with friends, or live in shelters and other forms of temporary housing which requires them to move frequently.

All of these factors and others have a significant impact on their academic success and persistence to college completion.

How does this strategy support student access, retention, completion, or success? What problem does it solve or what is new about it? Before the College can support access, retention, completion or success for students, it must consider the learning conditions for a student, particularly those circumstances that prohibit success. Students who are not meeting their basic needs will not perform well academically, risking retention and completion. Students are not always aware of services or have the skills to navigate services offered in the community as means for food, housing, and mental health support.

1089 The SHaW Center for Success will serve as a hub for providing and coordinating a "MC Resource
1090 Network," a system of connections developed to identify and access resources to meet
1091 common needs and purpose. It is a system that facilitates partnerships internally and externally
1092 and provide assistance to support students in various areas to support student access,
1093 retention, success, and ultimately completion.

1094 <u>Action Plan</u>

1095 The Office of the Senior Vice President for Student Affairs will continue to lead and work
1096 toward defining a unit structure and support the operation and establishment of center.

1097 The Center will focus on (1) *Health & Safety Education*, (2) *Mental Health Wellness*, (3) *Health,*
1098 *Human Services & Nutrition* and (4) *Physical Health & Wellness* through education, community
1099 outreach and resources.   Specifically, the team will complete the following actions:

1100 • Establish a module and build a visual model to address students' needs in the various areas,
1101   explain and communicate concept, structure and resources.
1102 • Develop a series of student campaigns and workshops to educate and inform students and
1103   the college community on relevant and mandated topics. (such as suicide prevention ads,
1104   stress management activities, mental health 101 workshops, nutrition demos, online
1105   training, community fairs).
1106 • Identify and provide ways to provide tangible and intangible resources for students can
1107   access (such as food pantries, mobile food markets, hygiene and other basic necessities,
1108   stress management campus based activities, information for local shelters)
1109 • Cultivate, establish and continue relationships with faculty, staff, and units at the College.
1110   Develop and continue external partnerships with agencies to provide and expand capacity
1111   to support and impact students per the various components of the center for success and to
1112   support operations of the center (Academic Affairs, Administrative and Fiscal Services,
1113   Advancement and Community Engagement, and private, nonprofit, and public agencies
1114   such as the Capital Area Food Bank, Montgomery County Department of Health and Human
1115   Services, Victim Assistance and Sexual Assault Program)

1116 **Measurable outcomes/Method for analysis of data supporting the desired outcomes**

1117 • Provide students, faculty and staff with information, education and training.
1118 • Identify, build and establish relationships and partnerships (College community and
1119   Community abroad) to provide resources for student, faculty and staff.
1120 • Connect students, faculty and staff with existing resources and develop new resources.

1121 Method of analysis will be supported through a quantitative and qualitative data.

1122 - Track number of participants and/or recipients at each point of service including
1123   trainings and referrals to gage number of person supported/served
1124 - Track quantity of tangible and intangible resources
1125 - Track number of partnership efforts and development via contacts, meetings, and
1126   contracts
1127 - Gauge impact of services on student success via random sample survey tools.

1128 FY 2017 will be benchmark year for the strategy. The following are some data points for first
1129 phases of some components of the SHaW Center for Success implementation.
1130
1131 Mental Health Services

Total Number Of	FY 2016-2017	FY 2017-18 (August – October)
Trainings/Trainings	32	27
Participants	653	555

1132
1133 Fuel for Success: Nourishing the Mind, Body and Spirit - Mobile Market

Categories										
	Food (lbs.)	Students	F/S	Comm.	1st	Returning	House	Children	Vets	Senior	Volunteers
Total	28480	1047	418	69	1277	257	6239	1600	178	540	89

1134
1135 **Timeline for Implementation**
1136 Prongs of the Network (Center) in phases

Health and Safety Education	Mental Health	Health, Human Services & Nutrition
Fall 2016 & FY 2018	Fall 2015	FY 2018

1137

1138 **Lead Administrator: Director of Student Affairs and Initiatives**

1139

1140 **Strategy C: Scholarships to Promote Retention**

1141

1142 **What does this strategy do?** Revise the second-year Board of Trustees Scholarship to cover a
1143 second year of county tuition and fees for program participants who complete 30 credit hours
1144 in their first year of study with a minimum 2.5 cumulative grade point average (GPA).
1145 (Currently only students selected for the scholarship who achieve a minimum 3.5 GPA at the
1146 end of their first academic year at the College receive a second-year renewal scholarship. There
1147 is no requirement for earned credit hours.) Increase the scholarship to cover a $500 book
1148 allowance in fall and spring semesters for two years.

1149

1150 **Why is this strategy important? How does this strategy support student access, retention,
1151 completion, or success? What problem does it solve or what is new about it?**

1152 This strategy promotes retention and keeps the GPA to renew the scholarship closer to what
1153 the average student can maintain along with jobs and other life responsibilities. Students who
1154 are ensured at acceptance into a scholarship program that covers their full educational
1155 expenses with a greater likelihood of renewal reenroll at higher rates. Scholarships that only
1156 cover tuition and fees and exclude a book allowance are less likely to help students meet the
1157 full cost of their education. The current BOT scholarship only covers tuition and fees. By not
1158 requiring that students enroll in 15 credit hours in fall and 15 credit hours in spring semesters,
1159 the 30 credit hour requirement in the first year can be met by including summer and winter
1160 classes.
1161
1162 Action Plan
1163
1164 • Introduce new second-year renewal option of cumulative 2.5 GPA/30 earned hours to
1165   BOT Scholars entering in fall 2018. The scholarship covers no more than 15 credit hours
1166   per semester at the county rate, fall and spring semesters. Students who take fewer
1167   than 15 credit hours in fall and spring may use the remaining funds for summer or
1168   winter classes. All other rules for BOT Scholarships will apply. This will promote higher
1169   retention and completion rates for students with good academic standing.
1170
1171 **Measurable outcomes/Method for analysis of data supporting the desired outcomes**
1172 • Currently only 50 BOT Scholars per year may receive a second-year scholarship. The
1173   retention rate from first to second year for BOT Scholars with the second-year
1174   scholarship is 100%. The retention rate from first to second year for BOT Scholars
1175   without the second-year scholarship is 65%. The goal fall-to-fall retention rate for BOT
1176   Scholars in fall 2019 is 80%.
1177 • Assess fall-to-fall retention rates
1178 • Assess three-year (150% of normal time) completion rates
1179 • Compare time to degree for BOT Scholars prior to new second-year option.
1180
1181 **Estimated number of students impacted by the proposal** *(directly/indirectly)*
1182 Approximately 150 students annually.
1183
1184 **Timeline for Implementation:** Implement entering class fall 2019
1185
1186 **Lead Administrator: Associate Sr. Vice President for Student Affairs**
1187
1188
1189

1190 **Strategy D: Implementation of ACES 5-year Strategic Plan**

1191

1192 **What does this strategy do?** Develop and enhance the ACES program in the areas of **Student**
1193 **Success, Program Sustainability and Program Enhancements**. In the fifth year of its existence,
1194 the ACES Program is re-evaluating how it supports students as they enter, matriculate through
1195 and graduate from the college. This strategy will increase program effectiveness, identify areas
1196 of improvement, enhance areas of success and develop innovative approaches to increasing
1197 student success. On average 53% of MCPS ACES students matriculate to the college, 60% of
1198 those students need some form of English remediation and 84% some form of Math
1199 remediation. Additionally, overall ACES has an 82% retention rate and a 26% graduation rate.
1200 The intent of this strategy is to have a positive impact on the abovementioned statistics.

1201

1202 **Why is this important?** In the past five years the ACES Program has served over 3000 students.
1203 As the program continues to grow, more ACES students are choosing to continue their post-
1204 secondary education at MC. As a result, it is imperative that the program assess whether or not
1205 the current model and organizational structure is sustainable. Considering the average students
1206 takes 3 years to earn an Associate's Degree, the program must also evaluate its academic
1207 interventions and allocation of resources. The goal is to ensure students are moving along the
1208 pathway while minimizing the number of developmental classes required, decreasing the
1209 amount of loan debt, and to identify the most successful types of resources that support
1210 student success.

1211 **How does this strategy support student access, retention, completion, or success? What**
1212 **problem does it solve or what is new about it?** The primary purpose of the ACES Strategic plan
1213 is to develop a plan that includes a continuous loop of improvement that assists with increasing
1214 student retention, completion and success. By intentionally focusing on the aforementioned
1215 areas, the program can determine which specific activities, interventions and structures
1216 support ACES students. Ultimately, the strategic plan will map out how the program intends to
1217 increase and support student success. In the first five years of existence, ACES employed a trial
1218 and error method on how to support students. Many of those methods were successful, while
1219 others were lessons learned. The strategic plan is unique in that the program has collected
1220 quantitative and qualitative data on ways to support students. Therefore, content of the plan
1221 will be rooted in data, research and lessons learned since its inception.

1222

1223 <u>Action Plan</u>
1224 • A small committee of ACES team members will collaborate to develop the strategic plan
1225 and it's implementation. The draft will go through multiple iterations and will eventually
1226 receive approval from the ACES leadership team before implementation.

1227 • Team members will work on 3 main areas:
1228   o **Student Success**
1229   ▪ Student retention/persistence
1230   ▪ Support Systems
1231   ▪ Student engagement in ACES
1232   ▪ Family engagement in ACES
1233   ▪ Alumni engagement in ACES
1234   o **Program Enhancements**
1235   ▪ Arts and culture
1236   ▪ Career readiness
1237   ▪ Volunteerism
1238   ▪ Civic involvement
1239   ▪ Mental health
1240   o **Program Sustainability**
1241   ▪ Policy and Procedure development
1242   ▪ Organizational and staff development
1243   ▪ Strategic Collaborative Partnerships
1244   ▪ Fundraising and grant acquisition
1245   ▪ Program and process evaluation
1246   ▪ Outcomes based measurements
1247

1248 **Measurable outcomes/Method for analysis of data supporting the desired outcomes**
1249

1250 • **Estimated number of students impacted by the proposal** *(directly/indirectly, if*
1251 *possible)* Approximately 5000 students over the next 5 years will be impacted by this
1252 strategic plan.
1253

1254 • **Timeline for implementation**
1255

1256 The following timeline will be followed:

1257   o Fall 2017:
1258   Initial meeting of strategic plan committee with identification of areas of
1259   focus.
1260   o Spring 2018:
1261   Initial draft of strategic plan, implementation plan, associated costs and
1262   measurement of success plan.
1263   o Fall 2018:

1264	Vetting of strategic plan through ACES team members and ACES
1265	leadership.
1266	
1267	
1268	**Lead Administrator: Director of the ACES Program**
1269	
1270	
1271	**Strategy E: Financial Aid Academic Progress Coaching**
1272	
1273	**What will this strategy do?** Provide guidance and advising from part-time faculty Academic
1274	Program Compliance and Academic Progress (APCAP) Coaches in each campus financial aid
1275	office. The coaches will review course enrollment with students to ensure maximum
1276	availability of federal financial aid. They will work with students at risk of not meeting federal
1277	satisfactory academic progress (SAP) standards who may lose their federal aid, and advise
1278	students on the SAP appeal and academic plan process.
1279	
1280	**Why is this strategy important?** Federal student financial aid may only be used for courses that
1281	are required within students' declared programs of study, including developmental and English
1282	Language for Academic Purposes (ELAP) program coursework. Students who receive federal
1283	financial aid must also meet standards of satisfactory academic progress (SAP) that are guided
1284	by federal regulations. Montgomery College (MC) suspends approximately 2,000 students per
1285	academic year from federal financial aid eligibility because they fail to meet the satisfactory
1286	academic progress (SAP) standards; approximately 55% of those suspended do not reenroll at
1287	MC. Due to new federal standards, appeals of SAP have dropped over 70% within the past
1288	three academic years (2013-14 through 2015-16). After the review of SAP at the close of the
1289	spring 2017 semester, 2,385 students were placed on financial aid suspension. In addition,
1290	approximately 400 students lost a portion or all of their federal financial aid in spring 2017
1291	because their enrollment did not meet federal program compliance rules.
1292	
1293	In FY16, 72% of students receiving financial aid from the two major federal programs (Pell
1294	grants and student loans) were African American or Latino/Hispanic (MHEC Financial Aid
1295	Summary Report 2015-16). These students are disproportionately affected by the federal
1296	standard due to their low-income status and high financial need, creating a higher level of
1297	academic performance and accountability than non-federal aid recipients to ensure their
1298	continued enrollment at the College.
1299	**How does this strategy support student access, retention, completion, or success? What**
1300	**problem does it solve or what is new about it?** Students who are not meeting the SAP
1301	requirement are encouraged to appeal their financial aid termination if they have special

1302 circumstances. If students are not meeting SAP requirements, they need academic and advising

1303 support to construct a strong SAP appeal. This process gives students, particularly low-income

1304 students, a second chance to change their status and stay enrolled in college. Embedding part-

1305 time faculty coaches in the financial aid office introduces an important personal connection

1306 that can make the difference in students improving their academic progress.

1307

1308 Action Plan

1309

1310 The Office of Student Financial Aid will hire and train three APCAP Coaches, who will work with

1311 ACES and Achieving the Promise Coaches when appropriate, to assist students days and

1312 evenings at each campus financial aid office. They will advise students in person, via email,

1313 online, or by phone 20 hours per week. The coaches will review course enrollment with

1314 students to ensure compliance with Course Program of Study (CPOS) requirements to provide

1315 maximum availability of federal financial aid. Coaches will also work with students at risk of not

1316 meeting federal satisfactory academic progress (SAP) standards who may lose their federal aid,

1317 and advise students on the SAP appeal and academic plan process. Coaches will proactively

1318 seek out students who are on financial aid suspension and have not completed the SAP appeal

1319 process.

1320

1321 **Measurable outcomes/Method for analysis of data supporting the desired outcomes:** In the

1322 first full year of the program, FY19, the goal is 20% reduction of loss of enrollment due to SAP

1323 and 50% reduction in loss of federal aid due to program enrollment noncompliance among

1324 students who are served by APCAP coaches. As the system support for implementing CPOS

1325 requirements improves, we should see greater reductions in student loss of aid collegewide and

1326 SAP appeals will increase 10% each year for three years.

1327

1328 To measure the success of this strategy, staff will code students who are served by APCAP

1329 coaches to track retention and CPOS compliance. Data will be collected on students' fall-to-fall

1330 retention rates for three academic years, beginning with 2018-19. CPOS compliance will also be

1331 assessed to measure if there is any loss of federal aid.

1332

1333 **Estimated number of students impacted by the proposal** *(directly/indirectly)*

1334 Each APCAP coach should be able to serve approximately 300 students per year.

1335

1336 **Timeline for implementation**

1337

1338   **Spring 2018**
1339   Prepare training materials for APCAP coaches.

1340	Establish baseline database, student tracking coding for future identification, and
1341	referral process.
1342	
1343	**Fall 2018**
1344	Hire and train APCAP Coaches.
1345	Prepare outreach campaign to students who need APCAP services.
1346	Students are referred to coaches. Once a student is referred, the coach will follow up
1347	on referred students.
1348	Coaches meet with FA administrative team to evaluate student progress.
1349	Design CPOS/SAP workshops provided by APCAP coaches.
1350	Offer CPOS/SAP workshops.
1351	
1352	**Spring 2019**
1353	Train new APCAP coaches.
1354	Offer CPOS/SAP workshops.
1355	Preliminary data analysis for Fall 2018 semester based on semester SAP run and CPOS
1356	results.
1357	Coaches meet with FA administrative team to evaluate student progress.
1358	
1359	**Fall 2019**
1360	First fall-to-fall retention data analysis of identified students served by APCAP coaches.
1361	Same steps as in Fall 2018.
1362	
1363	
1364	**Lead Administrator: Associate Sr. Vice President for Student Affairs**
1365	
1366	**Strategy F: Change in Athletic Division Status**

1367 **What will this strategy do?** Montgomery College seeks to change its athletic divisional status
1368 from Division III to Division I and II, depending on the sport. This strategy will enable the College
1369 to enhance and strengthen the College's Athletic program and make it more consistent with
1370 sister institutions and athletic best practice in the state of Maryland. Moreover, the College will
1371 be able to provide scholarships to students with high athletic and academic talent and greater
1372 support their financial needs and ability to achieve college success.

1373 **Why is this strategy important?** The Council for the Advancement of Standards in Higher
1374 Education (CAS) states that recreational sports tend to develop positive self-images, increased
1375 tolerance and self-control, stronger social interaction skills, maturity, and awareness of
1376 strengths. Moreover, the recreational sports area, both intramural and intercollegiate, has
1377 grown into a dynamic, organized presence providing quality co-curricular opportunities for
1378 students on college campuses. In accordance with CAS, Montgomery College Athletics is
1379 committed to serving a positive purpose in student retention, student academic and

1380 personal/social development, and transfer opportunities for student-athletes through their
1381 ongoing participation in intercollegiate athletics. The goal of the enhanced athletic program is
1382 to increase the number of highly skilled student-athletes that can be recruited from
1383 Montgomery County.

1384 The Montgomery College athletic program plays a significant role in student development and
1385 success. The College's athletics goal is to be a model intercollegiate athletic program in the
1386 region and providing scholarships will increase the prospects of reaching that goal. New this
1387 year, all National Junior College Athletics Association (NJCAA) member colleges were required
1388 to declare their divisional commitment, which would be locked in for the next four years. After
1389 careful consideration, we have decided to pursue a change in division status. Therefore,
1390 effective July 1, 2018, Montgomery College Athletics aspires to become a Division I and II (team
1391 specific) scholarship-offering program. Changing division status will provide an opportunity to
1392 attract more diverse and high athletic and academic achieving athletes. It will also enable us to
1393 retain more students who reside in Montgomery County and foster more community
1394 engagement.

1395 **How does this strategy support student access, retention, completion, or success? What**
1396 **problem does it solve or what is new about it?** Montgomery College is one of only a few
1397 community colleges in the state that is Division III and a change in status will bring us more in
1398 line with the majority of community colleges that are already scholarship-supporting
1399 institutions. One of the major challenges our students face is their lack of financial resources
1400 and offering scholarships will help us meet this important need of our student population,
1401 particularly diverse students from low socioeconomic backgrounds. We are reinforcing our
1402 ability to provide our students with financial support to continue to increase the graduation and
1403 transfer rates. Moreover, attracting the best athletes brings school pride and fosters a greater
1404 sense of community. Equally importantly, changing our divisional status is a matter of equity. If
1405 Montgomery College is empowered with the ability to offer scholarship support to bright and
1406 dedicated athletes, it will decrease the unintentionally negative, disparate impact that our
1407 current division status has on student-athletes.

1408 With a divisional status change, recruitment efforts can be strengthened and broadened. The
1409 reward is cyclical; if these students can focus on school without the burden of working long
1410 hours off campus, they are more likely to achieve academically and within athletics.

1411 Changing the divisional status will allow the College to build a more robust and energetic
1412 athletic program. This is the first step to a deep and sustainable effort with the potential for
1413 long-term impact on retention efforts. All students, regardless of means, should be entitled to
1414 the opportunities offered through athletic programming, competition, and team building.

1415 **Measurable outcomes/method for analysis and data supporting the desired outcomes**

1416 The following outcomes will be achieved based on FY18 baseline data:

1417 • Student athletes will be more actively engaged in the life of the college and in service
1418 learning and community engagement activities.
1419 • 5% increase in the number of high-ability student-athlete recruitment by the end of the
1420 FY 19 academic year.
1421 • 10% increase in spectator attendance at athletic events by the end of the FY19 academic
1422 year.
1423 • 3% increase in mean GPA of student-athletes by the end of the FY19 academic year.
1424 • 5% increase in both student-athlete retention and graduation rates by the end of the
1425 FY20 academic year.
1426 • 20% increase in revenue generated from athletic events by the FY20 academic year.
1427 • 5% increase in the number of student athletes transferring with scholarship support by
1428 the end of the FY19 academic year.

1429 **Estimated number of students impacted by the proposal (directly/indirectly)**

1430 Approximately 175 student athletes are directly impacted by this proposal. However, hundreds
1431 of additional students are impacted by their participation in intramurals and as active
1432 spectators at college athletic events and activities.

1433 **Timeline for Implementation**

1434 The College will convene an Athletic Division Task Force to further consider the implications of
1435 the division status change. The team will work throughout the remainder of the fall and spring
1436 semester to further refine an implementation plan inclusive of a communication component.

1437 **Fall 2017**
1438 Finalize proposal for divisional status change and seek approval from the College
1439 administration.
1440 Foreword divisional status request to NJCAA for consideration.
1441 Compose and convene Athletic Division Task Force to clarify goals and create implementation
1442 and communication plan for divisional status.
1443 Develop a detailed budget to support a change in division status.

1444 **Spring 2018**
1445 Convene monthly meetings of the Athletic Division Task Force.
1446 Further refine implementation and communication plan.
1447
1448 **Summer 2018**
1449 Implement divisional change plan

1450 **Summer 2019**

1451 Conduct a review and assessment of the impact of the divisional change

1452 **Lead Administrator:** Collegewide Dean of Student Engagement and Takoma Park/Silver Spring

1453 Student Affairs; Athletic Director

1454

1455 **Strategy G: Develop a Montgomery College Residential Program**

1456

1457 **What will this strategy do?** A residential program at Montgomery College has the potential to

1458 aid in addressing many student-focused initiatives such has enrollment, retention, and

1459 engagement by connecting students out of the classroom and addressing the needs of students

1460 with housing instability. In a continued effort to offer holistic learning opportunities, campus

1461 housing can enhance the collegiate experience for students by connecting them to the

1462 Montgomery College culture and building a sense of community.

1463 **Why is this strategy important?** The conceptual framework of college housing is centered

1464 around theories of student development. Astin's (1984) Theory of Student Involvement and

1465 Tinto's (1975, 1993) research on the blending of social and academic activities on the college

1466 campus are two pertinent tenets. Offering campus housing at community colleges is a fairly

1467 recent endeavor. Currently, only 1% of community college students reside on campus (AACC,

1468 2016). However, as Montgomery College seeks ways to further develop students and add to

1469 their higher education experience, campus housing is an innovative approach to attracting and

1470 retaining students. People are social creatures and learning is a social activity that occurs in

1471 many places beyond traditional classrooms (Miller, 2007). Extending student engagement and

1472 learning to a housing community can be highly beneficial to students and the College. By

1473 design, residential housing can offer environments which promote socialization, cultural

1474 exchange and purposeful programming focusing on diversity and inclusion.

1475 **How does this strategy support student access, retention, completion, or success? What**

1476 **problem does it solve or what is new about it?** Campus housing facilities will provide

1477 environments to offer added academic support through Faculty in Residence Programs. The

1478 goal of the Faculty in Residence is to increase student engagement and retention by forming

1479 direct faculty/student relationships that enhance learning. Selected faculty would have the

1480 opportunity to reside the residential community which facilitates another avenue for

1481 embedded academic student support outside of the classroom. Faculty will focus on organizing

1482 enrichment activities based on historically challenging courses that are barriers to students'

1483 progression towards graduation and transfer.   In addition to offering tutoring, faculty can host

1484 lectures, organize cultural events and support students in nonacademic activities (sports,

1485 student leadership groups, student organizations). The implementation of the Faculty in

1486 Residence would augment strategies noted in the Academic Affairs Master Plan to provide
1487 additional academic support focused on highly enrolled and gateway courses with high DFW
1488 rates.

1489 **Measurable outcomes/Method for analysis of data supporting the desired outcomes**
1490 Extensive research has been conducted on the positive impact of on campus living to the
1491 overall student experience specifically as it relates to new student adjustment, retention and
1492 academic success. Using an established model and assessment created by the National Survey
1493 of Student Engagement (NSSE), a similar study will be developed to access the impact on
1494 student academic progress and various aspects of student development.

1495 **Estimated number of students impacted by the proposal (directly/indirectly, if possible)** Since
1496 there is not a definite number established in reference to the residential facilities' capacity, this
1497 is not known. However, it is prudent that a feasibility study be conducted to determine the
1498 estimated cost per bed for a residential community, an evaluation of students' interest,
1499 students' financial ability to commit and/or pay for college issued housing and sustainability to
1500 get an educated assessment of the level of impact this initiative will have on the College and
1501 students.

1502 **Timeline for Implementation**

Develop a College work group team	Spring 2017
Research & hire a consultant for college housing/feasibility study	Fall 2017
Develop a survey instrument	Fall 2017
Collect and analyze survey data	Fall 2017/Winter 2018
Develop a findings report	Winter/Spring 2018
Consult facilities master plan-identify space for P3 agreement	Spring 2018
Identify & consult P3 developer	Spring 2018
Develop a full presentation (study results, cost analysis & recommendations)	Fall 2018
Conduct collegewide listening tour	Fall 2018
Seek SALT approval	Fall 2018
Seek BOT approval	Fall 2018/Spring 2019

1503

1504 **Lead Administrator: Senior Vice President for Student Affairs**

1505

1506 **Initiative 6: Division-wide Assessment (MC 2020 Theme II – Access, Affordability, and Success**
1507 **and Theme V – Assessment and Institutional Effectiveness)**

1508 **Strategy A: Data-Informed Student Affairs Evaluation and Planning**

1509 **What will this strategy do?** Develop both quantitative and qualitative assessment tools to
1510 measure the effectiveness of customer service delivery in multiple delivery modes as well as
1511 measure internal employee satisfaction within all units of the Division of Student Affairs.

1512 **Why is this strategy important?** Customer service satisfaction is measured in a variety of units
1513 within the Division at different times of the year using various methods. Some evaluations are
1514 point-of-service and some are annual surveys. It is critical to recognize the feedback of our
1515 primary customers – students – division wide to look for ways to improve our service delivery.
1516 It will also assist in long-range planning by allowing us to focus resources on areas and projects
1517 that are critical to student success.

1518 **How does this strategy support student access, retention, completion, or success? What**
1519 **problem does it solve or what is new about it?** By systematizing and centralizing the collection
1520 of critical data from all units in the division, we can more easily document the successes within
1521 Student Affairs and readily identify areas in need of performance improvement. Improved
1522 customer service based on both quantitative and qualitative data will affect all areas of student
1523 success – access, retention, and completion. The plan will also quantify the effect of Student
1524 Success courses on retention.

1525 <u>Action Plan</u>

1526 • Determine what assessment tools are currently being used by individual units in the
1527   division
1528 • Categorize existing assessments into quantitative (ex. number of students served, wait
1529   times, applicant yield) and qualitative (customer satisfaction surveys)
1530 • Develop internal division assessment tool to gather feedback on initiatives, suggestions
1531   for improvement, and internal customer satisfaction
1532 • Determine which customer satisfaction tools should be used at point of service, and
1533   which should be conducted annually.
1534 • Develop customer satisfaction surveys for students and for division employees that
1535   include multiple units of the division.

1536 **Measurable outcomes/Method for analysis of data supporting the desired outcomes:**
1537 Use first year of surveys as baseline. Research similar feedback tools from national surveys
1538 such as Community College Survey of Student Engagement to determine annual satisfaction
1539 goals. Set goals and issue surveys annually.
1540
1541 **Estimated number of students impacted by the proposal** *(directly/indirectly)*:

1542 Approximately 33,000 credit students to survey; 6,600 responses would be 20% return (will

1543 increase if WDCE is included in any of the evaluations)

1544 **Timeline for Implementation**

1545 **Spring 2018**

1546 First meeting of assessment workgroup; determine what tools are currently used

1547 Identify specific cohorts (ACES, Athletes, Pell grant recipients) that could be surveyed

1548 quickly or may already be surveyed regularly

1549 Issue first division-wide student survey in spring 2018

1550 Prepare request for OIRE of data currently not collected that is critical for division

1551 reporting; create SA data hub

1552 Research how other community colleges measure customer service and share SA data

1553 Determine if fall or spring student surveys are the most productive

1554

1555 **Fall 2018**

1556 Assessment workgroup continues to meet

1557 Fall registration customer service survey is distributed

1558 Compile identified data from 2017-18 academic year for comparison with current year

1559 Prepare recommendations for SVP from spring division-wide survey (and in future fall

1560 semesters)

1561 Develop division-wide employee survey if College Employee Engagement Survey does

1562 not meet needs group identifies

1563

1564 **Spring 2019**

1565 Assessment workgroup continues to meet

1566 Prepare recommendations for SVP from fall registration customer service survey

1567 Collect 2018-19 data

1568 **Fall 2019**

1569 Complete comparison of FY 18 and FY19 on identified markers

1570 Prepare FY18 annual SA assessment report

1571

1572 **Lead Administrator: Assoc. Sr. Vice President for Student Affairs**

1573

1574 **Conclusion**

1575

1576 The Student Affairs Division of Montgomery College is committed to identifying and

1577 implementing key conditions that promote equity in access and success for all students. Our

1578 faculty, staff, and administrators work as partners with Montgomery College students towards

1579   the shared goal of student success. The College community crafted the Seven Truths for a

1580   Common Student Experience based on our commitment to the importance of not only

1581   increasing access for our communities, but also in promoting student success. The Seven Truths

1582   serve as a guide for how the College can provide a successful student experience.

1583

1584   President Pollard said in an interview with the College's Insights magazine "We are here to

1585   ensure that every student—regardless of ability, background, economic status, race, or age—

1586   has access to higher education…...The challenge with that is we have not focused on equity in

1587   success. Our job is to ensure that everyone has the ability to be successful in college by

1588   redesigning our institutions for those outcomes." The Seven Truths for a Common Student

1589   Experience and the initiatives in the Student Affairs Master Plan demonstrate our Division's

1590   commitment to both access and successful student outcomes.

1591

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